



## CTSO Course Alignments: Human Services Practicum

Below you will find standards for the Human Services Practicum course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

**Important to note:** While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED FCCLA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	<p>Collaboratively, develop a professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:</p> <ul style="list-style-type: none"> <li>a. Attendance/punctuality</li> <li>b. Professional dress and behavior</li> <li>c. Positive attitude</li> <li>d. Collaboration</li> <li>e. Honesty</li> <li>f. Respect</li> <li>g. Responsibility</li> <li>h. Appropriate technology use</li> </ul> <p>(TN Writing 7)</p>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Career Investigation, Entrepreneurship, Job Interview</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SkillsUSA:</b> Entrepreneurship, Job Interview, Employment Application Process</li> </ul>

2	<p>Select and research a professional organization in a counseling area of choice. Cite specific textual evidence from the organization and news articles to summarize:</p> <ol style="list-style-type: none"> <li>The mission of the organization</li> <li>Benefits of belonging to the organization</li> <li>Credentials provided and how they are obtained and maintained</li> <li>Journals, newsletters, and other documents and reports it publishes</li> <li>Educational opportunities provided</li> <li>Conferences held</li> <li>Membership costs, levels, student memberships</li> <li>Website, contact information</li> </ol> <p>(TN Reading 2; TN Writing 2, 4, 6)</p>		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Job Seeking Skills, Health Career Display</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>
3	<p>Collect Codes of Ethics from various counseling-related professional organizations and examine areas of commonality. Participate in a class discussion on the significance of including standards in these areas. Synthesize principles from the codes investigated to create a personal code of ethics. (TN Reading 1, 2, 6; TN Writing 4, 9; TN Psychology; TN Sociology)</p>		<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Business Ethics</li> </ul>
4	<p>Describe how stress affects the body and how it impacts relationships. List common stressors and ways to relieve stress and build resilience, citing specific textual evidence from academic and news media. (TN Reading 2; TN Writing 2, 4, 6, 7)</p>		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Prepared Speaking, Extemporaneous Writing</li> <li>• <b>TSA:</b> Prepared Presentation, Extemporaneous Presentation</li> </ul>
5	<p>Evaluate personal stress level and ability to cope with stress using the Holmes and Rahe Stress Scale and the Resiliency Center's resiliency quiz (or other appropriate instruments). Identify stressors in your life and create a written plan to address specific stressors, as well as to incorporate one or more general stress relievers into your daily life, justifying recommendations with reasoning and evidence from research. (TN Writing 1, 7, 8)</p>		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Healthy Lifestyle</li> </ul>
6	<p>Interview individuals working in a human services occupation (such as counseling, social work, or consumer services) concerning stressors they encounter in their profession. Using evidence compiled from the interviews, participate in a class discussion addressing the stressors associated with counseling fields and how job stress might be reduced or dealt with.</p>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Job Interview, Career Investigation, Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Job Seeking Skills</li> <li>• <b>SkillsUSA:</b> Job Interview, Employment Application Process, Entrepreneurship</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>
7	<p>Analyze authentic case studies of counseling situations and assess in writing the degree to which their proposed resolutions are supported by legal and ethical policies, citing specific textual evidence from codes of ethics, legislation or other appropriate materials. (TN Reading 1, 8; TN Writing 7, 9; TN Psychology)</p>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Advocacy</li> </ul>	

8	Practice effective verbal, nonverbal, written, and electronic communication skills for working with clients while demonstrating the ability to: empathize, motivate, listen attentively, speak courteously and respectfully, defuse client's anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client's satisfaction. (TN Psychology )	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Interpersonal Communications</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Business Communication, Computer Applications</li> <li>• <b>FFA:</b> Agricultural Sales</li> </ul>
9	<p>Work in a team to identify local area public and private agencies, businesses, and other entities that provide counseling services. Conduct phone or face-to-face interviews with a business to find out the specific services offered, fee structure, location(s) and hours, contact information and other information people seeking such services might require. As a class, compile a referral guide to human services in your area. Counseling services might include but are not limited to:</p> <ol style="list-style-type: none"> <li>Family</li> <li>Marriage</li> <li>Nutrition/Diet</li> <li>Career</li> <li>Social services</li> <li>Grief</li> <li>Substance abuse</li> <li>Financial</li> </ol> <p>(TN Writing 6, 7)</p>		
10	Synthesize relevant research to prepare a checklist by which prospective environments could be evaluated to determine suitability for a counseling practice. Draft indicators to evaluate the degree to which the environment inspires client confidence in the services provided. Include but do not limit the checklist to location, proximity to transportation, safety, and functionality of office layout. (TN Reading 1, 7, 9; TN Writing 7)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Job Seeking Skills</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>
11	<p>Gathering principles of effective design from multiple sources, develop standard operating procedures for a counseling services office that include but are not limited to:</p> <ol style="list-style-type: none"> <li>Maintaining patient confidentiality</li> <li>Office safety</li> <li>Emergency procedures</li> <li>Workplace accident and incident reports</li> </ol> <p>(TN Reading 7; TN Writing 2, 4, 6)</p>		
12	Apply skills and knowledge from previous courses in an authentic work-based learning internship, job-shadow, or classroom-based project. Where appropriate, implement activities and use artifacts developed in previous courses.		

<b>13</b>	<p>Document the practicum using a journal to draw connections between the experience and previous course content by reflecting on:</p> <ul style="list-style-type: none"> <li>a. Tasks accomplished and activities implemented</li> <li>b. Positive and negative aspects of the experience</li> <li>c. Interactions with clients and professionals</li> <li>d. Personal satisfaction</li> </ul> <p>(TN Writing 4, 9)</p>		
<b>14</b>	<p>Upon conclusion of the practicum, produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the experience. (TN Writing 4, 6)</p>		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Prepared Speaking, Extemporaneous Writing</li> <li>• <b>TSA:</b> Prepared Presentation, Extemporaneous Presentation</li> </ul>
<b>ALL</b>	<b>CAN BE USED WITH ALL/MOST STANDARDS</b>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SkillsUSA:</b> Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display,</li> </ul>